DOCUMENT RESUME

ED 035 660 TE 499 891

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|---|---|
| TITLE | 1969-70 Advanced Placement European History. |
| INSTITUTION | College Entrance Examination Board, New York, N.Y. |
| PUB DATE | 69 |
| NOTE | 19p. |
| AVAILABLE FROM | College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (HC $0.50) |
| EDRS PRICE | EDRS Price MF-$0.25 HC Not Available from EDRS. |
| DESCRIPTORS | *Advanced Placement Programs, Course Content, Course Objectives, Course Organization, *European History, Humanities Instruction, *Tests |

ABSTRACT

The College Entrance Examination Board's advanced placement course in European history is described in this pamphlet. Briefly discussed are suggested instructional materials, the scope and content of the course, and the desired achievements of the students. Sample multiple-choice and essay questions from the examination for the course are included. (LH)

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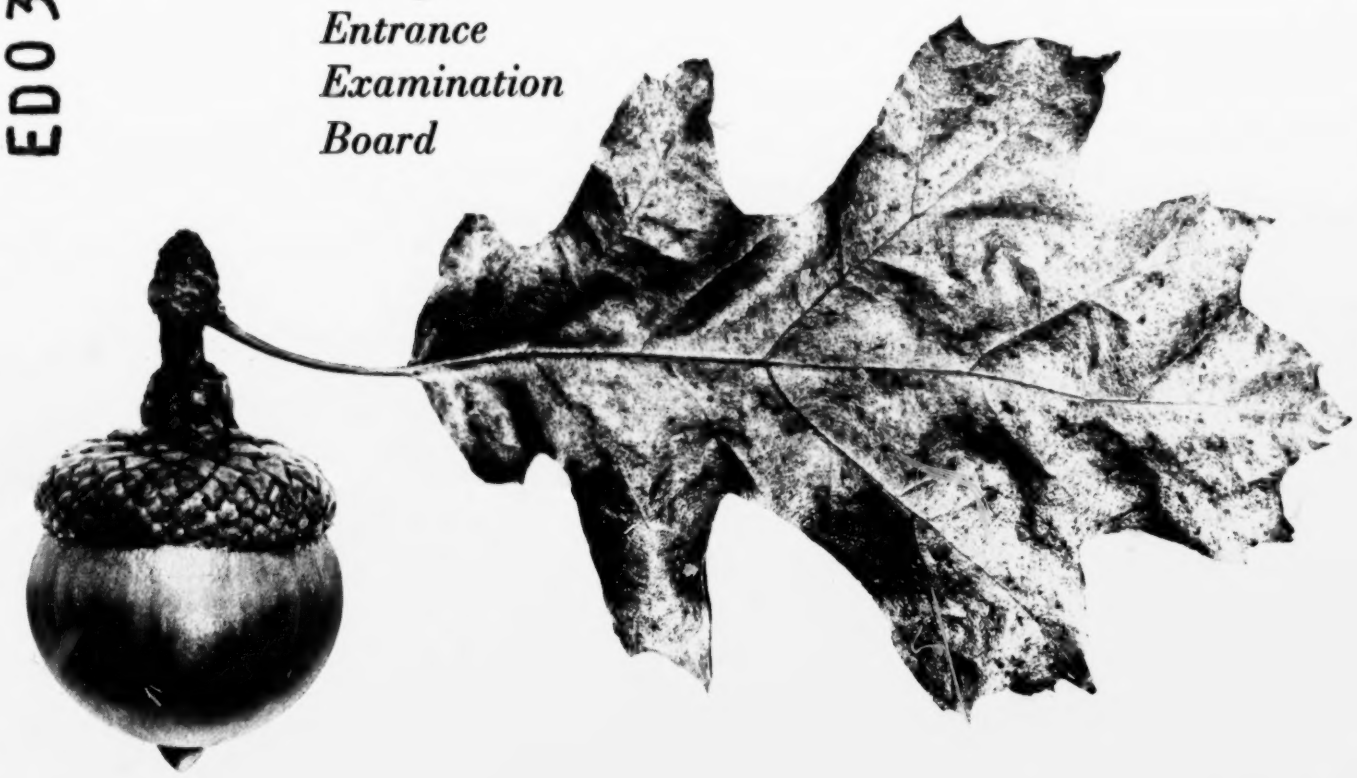

# 1969-70 ADVANCED PLACEMENT EUROPEAN HISTORY

TE 499 891

Additional copies of this offprint leaflet may be ordered from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Similar offprints are available for each subject included in *1968–70 Advanced Placement Course Descriptions*. The price of offprints is 50 cents per copy. Please order by subject.

The following related publications may also be ordered from the Publications Order Office:

*1968–70 Advanced Placement Course Descriptions*. This book, consisting of 191 pages, contains course descriptions and sample examination questions in the following subjects: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. The price is $2.50 per copy (20 percent discount for orders of five or more copies).

*A Guide to the Advanced Placement Program* discusses the objectives, offerings, and activities of the Advanced Placement Program. Copies are available on request.

*Interpreting and Using Advanced Placement Examination Grades* explains how the grades are determined and what they mean. The price is 25 cents per copy.

*College Advanced Placement Policies, 1969*, lists the Advanced Placement policies of more than 870 colleges. The entry for each college gives the name of the college and the lowest Advanced Placement Examination grades the college will normally accept for advanced placement or credit, or both, in each of the Advanced Placement subjects. Also listed is the name of the person at each college to whom inquiries may be directed. The price is $1 per copy.

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# Introduction

The Advanced Placement Program of the College Entrance Examination Board offers college-level course descriptions and examinations in 11 disciplines. Through these, secondary schools provide the opportunity for their stronger students to proceed meaningfully, at an appropriate pace, without their advanced achievement being ignored by the colleges of their choice.

The course descriptions and examinations are available in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. This leaflet is an example of one such course description; leaflets are also available in the other 10 subjects. A collection of all the course descriptions, together with a detailed account of their relationship to the Advanced Placement Program, is available under the title *1968–70 Advanced Placement Course Descriptions.*

In every subject the course description and the examination are established by a committee of school and college teachers. The course description is under constant review and is revised and republished every two years. Supplementary revisions are published when necessary.

The course description, discussed annually at the Advanced Placement Program conference held in each field of study, is the special responsibility of the rotating committee of examiners in the subject concerned. In every discipline the course descrip-

tion is the result of more than 10 years' debate and deliberation on the form of advanced preparation that can best be offered to stronger students in secondary schools to prepare them for advanced placement at college.

Each course description, therefore, provides a professional consensus at which schools can direct their efforts and from which colleges can anticipate the preparation that a candidate has received. Thus the course descriptions constitute the essence of the Advanced Placement Program and offer a way by which hundreds of schools and colleges can provide responsible, effective curricular articulation for thousands of able, ambitious students every year.

To this end the course descriptions are made sharp enough to convey a clear, professional meaning to a department chairman or curricular consultant. Yet, they are kept sufficiently loose and flexible to allow for the strengths and preferences of individual teachers in differing circumstances. And they are clarified further by the examination in each field. For the examination, in both form and content, affords another illustration of the nature of the advanced study that the examining committees have in mind. A limited supply of essay questions that have been used in the examinations may be purchased from Educational Testing Service, Princeton, New Jersey 08540.

The Advanced Placement Examinations are offered every May. They are three-hour examinations with the exception of the four Latin examinations, each of which is an hour and a half in length. The examinations are prepared by the committees and based on the course descriptions. The flexibility and choices of the course descriptions are mirrored in the examinations, while the professional consensus of what constitutes meaningful advanced preparation remains their constant objective.

All the examinations contain essay or problem-solving sections. They also contain multiple-choice questions to provide swift tests of subject matter, keep costs tolerable, and increase both the reliability and stability of the results—that is, the likelihood

that a student taking the examination in subsequent years would receive the same grade.

The examinations in each field are then read and graded by a committee of school and college teachers under the direction of a chief reader, a college professor chosen especially for this purpose. The chief reader sits with the committee in order to assure communication between the two groups and is responsible for transmitting and translating the examiners' expectations into the readers' grades.

These grades reflect the readers' professional judgment of the candidates' qualifications based on the course descriptions: 5–extremely well qualified, 4–well qualified, 3–qualified, 2–possibly qualified, 1–no recommendation.

Hence it is critically important that every teacher presenting candidates, and every college professor receiving them, be familiar with the examiners' expectations in each field, for they are the basis of the examination and therefore of the grade. It is to this end that this leaflet has been prepared.

Further information about the Advanced Placement Program may be obtained from Harlan P. Hanson, Director of the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027; or from the appropriate College Board regional office:

Midwest: Hollace G. Roberts, Director
625 Colfax Street, Evanston, Illinois 60201
Northeast: Bernard P. Ireland, Director
475 Riverside Drive, New York, New York 10027
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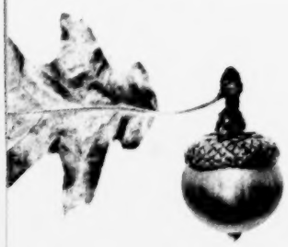
800 Welch Road, Palo Alto, California 94304

# EUROPEAN HISTORY



There are various ways of constructing and teaching successful Advanced Placement courses in European History. While such courses may differ in detail and approach, all must aim at a level equal to that of introductory college courses. In drafting a description of an Advanced Placement course in European History, the Committee of Examiners has no wish to set up a model course. Instead, it has tried to indicate the general coverage and quality characteristic of any course that qualifies students for college credit.

Most Advanced Placement students in European History take the course in their senior year, although it has been offered in the junior year or occasionally spread over both years. Many schools offer a special Advanced Placement course; some establish advanced sections in a regular course; and a few provide individual instruction to their promising students. Effectiveness depends on the quality of teaching, the selection and availability of reading material, and the capacity of students to handle college-level work.

The Committee of Examiners makes the following recommendations to schools that decide to embark on Advanced Placement courses in European History. First, teachers of such courses must be given ample opportunity to master a large quantity of sophisticated material, a chance to avail themselves of summer institutes or additional training in order to keep abreast of new developments in the field, and a schedule flexible enough to permit them to work with individuals or small groups of students. Second, the school's library collection in European history

should be reviewed and new books and periodicals added regularly. Third, Advanced Placement courses should probably be taught initially to carefully selected groups of qualified students. Teachers of Advanced Placement courses in European History may discover that it takes several years to develop a first-rate course.

## Course Materials

The materials used in the course will show considerable variation. Any good recent college textbook may serve as the basis for the course, but teachers should plan to include biographies, documents, selections of conflicting interpretations, or intensive studies of specific historical problems. Anthologies of such materials are readily available and many specialized historical and biographical studies have been published in paperback editions. Publishers welcome the opportunity to inform teachers about these materials and generally have copies of them on display at the annual Advanced Placement conferences as well as at other professional meetings. The American Historical Association's Service Center for Teachers of History (400 A Street S. E., Washington, D. C. 20003) has published a number of pamphlet-essays on recent scholarly literature on various historical subjects. The bibliographies in the better college textbooks are also valuable. Some teachers of the course have found audiovisual materials a useful supplement.

The Committee desires above all to encourage flexibility of approach in accomplishing the common objective of providing a course comparable in coverage and challenge to a college-level introductory course in European History.

### Coverage

The aim of an Advanced Placement course in this subject is to give the student a general knowledge of the major themes of European history of the past five centuries and to provide, through

intensive study of a single period, a deeper understanding of the political, economic, social, and intellectual forces involved in the historical process. By exploring primary and secondary materials, a student will have an opportunity to sense the flavor of an era, to assess the complexities of issues, and to discover how historians reach conclusions about the past. A course may well be enriched by introducing materials from the humanities or the social sciences.

**Content**

Specifically, a student should acquire a knowledge of the general narrative of European history from the later Middle Ages to 1960. For the periods prior to the Italian Renaissance (Prologue) and for the years 1953 to 1960 (Epilogue), he is expected to have only a general knowledge of the ideas and institutions suggested by the topics listed below under these two headings.

A student should also have an intensive knowledge of the one period of European history he has selected for concentration. For this purpose three periods have been defined below: the Italian Renaissance to 1715; the years 1715 to 1850; and the years 1850 to 1953. For his area of concentration a student will be expected to demonstrate a knowledge deeper than general textbook presentation. He must also show his awareness of the relationship of his particular period to the course as a whole. Under each heading below, the Committee has suggested a number of topics as an indication of the scope and emphasis desired. The list of topics should not be construed as a rigid prescription for the course.

**Level of Quality**

The course should develop a student's ability to generalize and interpret, to analyze and weigh evidence, to discern broad trends, and to master relevant detail. The Advanced Placement student should be able to read with discrimination, to express ideas with precision and clarity, and to write a coherent essay.

Prologue: the later Middle Ages

Village economy and manorial organization; feudal relationships and the structure of feudal monarchies; the church and its relations with temporal powers; the development of commerce and towns; major intellectual and artistic developments

The Italian Renaissance to 1715

Renaissance and Reformation
Emergence of the modern state
Overseas exploration and expansion
Capitalism, mercantilism, and the Commercial Revolution
Continental absolutism and constitutional conflict in England
The Classical Renaissance and the Baroque
Emergence of Prussia and Russia as European states; consolidation of Hapsburg power
Scientific and philosophic thought

1715–1850

Struggle for power in Europe and overseas
The Enlightenment
Political and social structures in prerevolutionary Europe
The French Revolution and Napoleon
The Age of Metternich: politics, society, and culture
The Industrial Revolution and its impact
Nationalism, liberalism, and socialism
The Revolutions of 1848–1849

1850–1953

National unification movements
Evolution of popular government: democracy, socialism, and the welfare state
Culmination and decline of imperialism
Imperial Russia; the Russian Revolution; the Soviet state
The World Wars: causes and results
Totalitarianism in theory and in practice
Problems of international organizations
Changing concepts of man, society, science, and the arts

Epilogue: 1953–1960

Europe and the emerging nations; the Cold War: ideological and political conflicts; approaches to Western European integration; problems of poverty, prosperity, and population.

**Examination**

The examination is divided into three parts. The first part, consisting of multiple-choice questions, tests the student's knowledge of material in the Prologue (the later Middle Ages), in the three periods from the Renaissance to 1953, and in the Epilogue (1953–1960). The second part requires the writing of two essays that enable a student to show his knowledge and understanding of his chosen period of specialization. In the third part, he is asked to demonstrate in one essay his ability to deal with major themes and problems in European history from the Renaissance to 1953. The essays are approximately equal in length.

**Multiple-choice questions**

Questions 1 through 15, following, are examples of multiple-choice questions.

1. Which of the territories on the map above was acquired by Italy after the First World War?
(A) I (B) II (C) III (D) IV (E) V

2. Beginning with the earliest, which is the correct chronological order of the pictures on the opposite page?

(A) I, II, III (B) I, III, II (C) II, I, III
(D) II, III, I (E) III, II, I

3. Which of the following was indispensable to the political aspect of feudalism as it developed in Western Europe in the Middle Ages?

(A) The three-field system
(B) The concept of divine right of kings
(C) Reciprocal personal obligations
(D) The concept of chivalry
(E) The support of the Church

4. All of the following contributed to the commercial revolution that took place in Europe between the fourteenth and the seventeenth centuries EXCEPT

(A) the development of the domestic system
(B) a rapid rise in prices
(C) a shift of the center of trade from the Mediterranean to the Atlantic seaboard
(D) the expansion of productive capital
(E) a laissez-faire attitude on the part of governments

5. Which of the following did Copernicus believe?

(A) The planets followed circular paths.
(B) The sun revolved around the earth.
(C) To every action there was always an equal reaction.
(D) The Ptolemaic system satisfactorily explained planetary motion.
(E) An infinite universe was held together by the force of gravity.

6. "The aim of all political association is the conservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression."
This statement is excerpted from the
(A) Declaration of the Rights of Man and the Citizen
(B) Petition of Right
(C) Bill of Rights
(D) Communist Manifesto
(E) Russian emancipation edict of 1861

Questions 7-10 refer to the following passage.

The first and greatest concern for the immense majority of every nation is the stability of the laws, and their uninterrupted action —never their change. Therefore, let the governments govern, let them maintain the groundwork of their institutions, both ancient and modern; for if it is at all times dangerous to touch them, it certainly would not now, in the general confusion, be wise to do so.

Let them in these troublous times be more than usually cautious in attempting real ameliorations, not imperatively claimed by the needs of the moment, to the end that good itself may not turn against them—which is the case whenever a government seems to be inspired by fear.

Let them be just, but strong; beneficent, but strict.

Let them maintain religious principles in all their purity, and not allow the faith to be attacked and morality interpreted according to the social contract or the visions of foolish sectarians.

Let them suppress secret societies, that gangrene of society.

In short, let the great monarchs strengthen their union, and prove to the world that if it exists, it is beneficent, and ensures the political peace of Europe: that it is powerful only for the maintenance of tranquillity at a time when so many attacks are directed against it; that the principles which they profess are paternal and protective, menacing only the disturbers of public tranquillity.

7. The passage above reflects most closely the views of
   (A) Louis XVI
   (B) Napoleon I
   (C) Metternich
   (D) Palmerston
   (E) Bismarck

8. The author of the passage appears to be influenced by the ideas of
   (A) Edmund Burke
   (B) Jeremy Bentham
   (C) Joseph Mazzini
   (D) Karl Marx
   (E) Charles Darwin

9. In urging the governments of Europe to "suppress secret societies, that gangrene of society," the passage seems to be attacking the
   (A) Anti-Corn Law League
   (B) Empiricists
   (C) Ultramontanes
   (D) Carbonari
   (E) Jesuits

10. Which of the following would most likely support the opinions voiced in the passage?
   (A) The Decembrists
   (B) The Third Coalition
   (C) The North German Confederation
   (D) Young Europe
   (E) The Holy Alliance

11. Who said that he only wanted to play "the role of an honest broker," and under what circumstances was he speaking?

(A) Talleyrand at the Congress of Vienna
(B) Disraeli in connection with negotiations for shares in the Suez Canal Company
(C) Alexander II in reference to his activities in aid of Serbia
(D) Bismarck in reference to discussions following the Treaty of San Stefano
(E) Sir Edward Grey in attempting to prevent war between Germany and France

12. Which of the following novelists were critics of certain aspects of their times?

I. Charles Dickens
II. Émile Zola
III. Benjamin Disraeli
IV. Nikolai Gogol

(A) I and II only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only
(E) I, II, III, and IV

13. Which of the following constitutional practices were adopted in England after 1689?

I. The institution of a cabinet headed by a prime minister
II. Establishment of universal suffrage
III. Restriction of the House of Lords' veto power
IV. Parliamentary consent to taxation

(A) I and II only
(B) I and III only
(C) II and IV only
(D) I, II, and III only
(E) II, III, and IV only

14. Which of the following would a Marxist historian of the Revolutions of 1848 be most likely to emphasize?
(A) Metternich's flight from Vienna
(B) The role of Louis Blanc in Paris during 1848
(C) The Prussian solution for the problem of German unification
(D) Austrian defeat of Italy at Custoza
(E) Russian aid for Austria in Hungary during 1849

15. A major philosophical movement that, although rooted in the past, has attained particular importance only since the Second World War is
(A) Existentialism
(B) Surrealism
(C) Transcendentalism
(D) Scholasticism
(E) Nihilism

**Essay questions**

Essay questions such as the following are based on the period of specialization selected by the student. A choice of questions is given in the examination.

Renaissance to 1715

16. Do you agree OR disagree with the statement that economic forces were the chief cause of the Protestant Reformation? Defend your position.

17. Why was the France of Louis XIV considered a model by other European countries?

18. "The function of government is to reconcile the liberty of the individual with the order of the community."

How would TWO of the following have responded to this observation? Select ONE from each pair.
Luther
Machiavelli

Hobbes
Locke

1715–1850

19. What were the assets and liabilities of Great Britain and of France in their struggle for empire between 1715 and 1815?

20. How important were the ideas of the philosophes in bringing about the French Revolution?

21. Did the peacemakers of 1814–1815 restore the old Europe or create a new Europe? Discuss this question in the light of events from 1815 to 1850.

1850–1953

22. Explain the significance of the Commune, the Boulanger affair, and the Dreyfus affair in the struggle of the Third French Republic to survive.

23. To what extent had the major European powers settled their imperialist rivalries by 1914?

24. In what ways did Freud and Einstein challenge the hitherto accepted view of a rational man and a simply ordered universe?

Following are sample essay questions designed to test the student's ability to deal with major themes and problems in European history from the Renaissance to 1953. A choice of questions is given in the examination.

25. European involvement overseas has differed markedly in its aims and methods at particular times. Explain the differences that are characteristic of TWO of the following periods.
1500–1715
1715–1870
1870–1953

26. Indicate how, in each case, the Treaties of Westphalia, Vienna, and Versailles coped with the problems of the past but also contributed to problems in the following half century.

27. How did TWO of the following affect the way of thinking during the century indicated? Select ONE from each pair.
Descartes in the seventeenth century
Newton in the eighteenth century

Darwin in the nineteenth century
Atomic scientists in the twentieth century

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## ANSWER KEY TO MULTIPLE-CHOICE QUESTIONS, EUROPEAN HISTORY

1–C, 2–D, 3–C, 4–E, 5–A, 6–A, 7–C, 8–A, 9–D, 10–E, 11–D, 12–E, 13–D, 14–B, 15–A

1970 Advanced Placement History Conference:
June 25–27, Carnegie-Mellon University, Richard B. Barnhart, *coordinator*

1970 Advanced Placement Examination in European History:
Thursday, May 21, morning session

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